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AUTHOR	Taffy, Fred
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ABSTRACT

The study of enrollment trends for each of Hudson County Community College's programs and for its academic status classifications will be used in the college's program reviews and should also prove useful in its strategic planning. The significant growth in combined Liberal Arts AA English/ Humanities and Business/Social Sciences program majors (n=532; 51.8%) should be reviewed in conjunction with overall declines in degree and certificate programs. Most certificate offerings reflect small enrollments and have been categorized as unstable. The significant growth in Academic Foundations (AF) students, who require math/English basic skills development, should come as no surprise given that the college has traditionally drawn most of its students from the most academically underprepared districts in Hudson County. Consideration should be given to the impact that growth in AF classifications will have on teaching/learning needs, student success, and retention as resources are planned for this area of the college. Decreases in enrollments in English as a Second Language (ESL) over the two most recent years should prompt consideration of whether this represents a need for increased recruitment activity, a change in demographics, and/or increased competition from proprietary/other institutions offering ESL instruction. (JA)

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HUDSON COUNTY COMMUNITY COLLEGE

Office of Planning and Institutional Research
26 Journal Square, 14th Floor
Jersey City, New Jersey 07306
(201) 714-2113
Fax (201) 714-7148

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Fred Taffy
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Mark Oromaner, Dean
Planning & Institutional Research

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Analysis of Enrollment Trends for HCCC Programs and Academic Status Classifications Fall 1993 to Fall 1999

Introduction

This Analysis, prepared with data compiled for use in previous HCCC Institutional Research enrollment reports, is a study of enrollment trends for each of the college's programs and for its academic status classifications; i.e., English as a Second Language (ESL), Academic Foundations (AF), and Program Ready (PR). The information provided will be used in the college's program reviews and should also prove useful in its strategic planning.

Analysis of Program Trends

Table One (see Appendix) presents fall 1993 to fall 1999 enrollment trends (1) For all college programs according to division and (2) For all students according to academic status classification (i.e., ESL, AF, and PR). Chart One (next two pages) is a ranking of the same college programs according to their actual six-year cumulative change. Actual change numbers were used because some percentages (i.e., Respiratory Care A.S. and Science & Math Option A.S.) for the six-year period reflect growth since inception (after 1993) and may therefore be unusually high. It should be noted that while all students are classified according to the program they select and by academic status (i.e., ESL, AF, PR), the numbers in Chart One reflect enrollments on the basis of program selected; Chart Three (page three) will present the same enrollments, but on the basis of academic status.

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Chart One

Ranking of All HCCC Programs According to Actual Six-Year Cumulative Change with Enrollment Increase and Decrease Rates for Fall 1993 to Fall 1999

Rank	Program	Fall 1993[1]	Other	93-94 Change	94-95 Change	95-96 Change	96-97 Change	97-98 Change	98-99 Change	Fall 1999	Six-Year Cumulative Change	
1	Liberal Arts (AA) (Eng. & Hum.)[2] 1995	426	823	*	*	8.5%	4.4%	17.6%	8.9%	1,193	370	45.0%
2	Computer Science (AS)	210		0.0%	14.8%	5.4%	38.2%	15.1%	3.0%	416	206	98.1%
3	Liberal Arts (AA) (Bus. & Soc. Sci.) 1995		205	*	*	47.3%	5.0%	19.9%	-3.4%	367	162	79.0%
4	Non-Degree	150		96.0%	40.1%	-40.3%	11.8%	9.8%	-19.5%	243	93	62.0%
5	Computer Technology (AAS)	50		28.0%	-10.9%	94.7%	-4.5%	25.5%	-11.3%	118	68	136.0%
6	Science & Mathematics (AS) 1997		6	*	*	*	*	466.7%	55.9%	53	47	783.3%
7	Computer Info. Systems (Cert)	1		900.0%	200.0%	46.7%	15.9%	-3.9%	-28.6%	35	34	3400.0%
8	Culinary Arts (AAS)	150		14.7%	0.0%	7.0%	-1.6%	-6.6%	7.7%	182	32	21.3%
9	Respiratory Care (AS) 1994		3	*	100.0%	383.3%	3.4%	53.3%	-30.4%	32	29	966.7%
10	Early Childhood Ed. (AAS)	200		-7.5%	-31.4%	18.9%	19.9%	4.4%	18.5%	224	24	12.0%
11	Data Processing (Cert)	1		*	0.0%	163.6%	13.8%	-33.3%	-36.4%	14	13	1300.0%
12	Office Systems Tech. (Cert)	4		25.0%	60.0%	12.5%	11.1%	40.0%	-7.1%	13	9	225.0%
13	Child Care (Cert.) 1994		6	*	-66.7%	50.0%	-33.3%	-50.0%	600.0%	7	1	16.7%
14	Culinary Arts (Cert)	12		25.0%	46.7%	-27.3%	-12.5%	-14.3%	33.3%	16	4	33.3%
15	Medical Assisting (Cert)	9		211.1%	7.1%	20.0%	22.2%	-27.3%	-59.4%	13	4	44.4%
16	Electronics Technology (Cert) 1994		2	*	350.0%	55.6%	-28.6%	-20.0%	-62.5%	3	1	50.0%
17	Medical Transcription (Cert) 1995		5	*	*	80.0%	22.2%	-18.2%	-22.2%	7	2	40.0%
18	Medical Record Coding (Cert) 1994		6	*	83.3%	9.1%	16.7%	-21.4%	-45.5%	6	0	0.0%
19	Respiratory Care (Cert) 1996		1	*	*	*	100.0%	0.0%	-100.0%	0	-1	-100.0%
20	Undecided 1997		11	*	*	*	*	-100.0%	*	0	-11	-100.0%
21	Legal Assisting (AAS)	71		36.6%	8.2%	-24.8%	16.5%	-38.0%	8.8%	62	-9	-12.7%
22	Manuf. Engr. Tech. (AAS)	11		0.0%	0.0%	-45.5%	0.0%	-50.0%	-33.3%	2	-9	-81.8%
23	Criminal Justice (AAS)	183		0.5%	-2.7%	-10.6%	-3.1%	-4.5%	10.8%	164	-19	-10.4%
24	Office Systems Tech. (AAS)	92		-4.3%	-8.0%	-1.2%	-22.5%	-41.9%	72.2%	62	-30	-32.6%

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
32															
33													Six-Year		
34					93-94	94-95	95-96	96-97	97-98	98-99			Cumulative		
35	Rank	Program	Fall 1993[1]	Other	Change	Change	Change	Change	Change	Change	Fall 1999		Change		
36	25	Elec. Engineering Tech. (AAS)	111		-12.6%	-2.1%	-5.3%	-3.3%	-3.4%	-10.7%	75	-36	-32.4%		
37	26	Engineering Science (AS)	76		-7.9%	4.3%	-4.1%	-18.6%	-14.0%	-36.7%	31	-45	-59.2%		
38	27	Health Info. Tech. (AAS)[3]	90		-3.3%	-6.9%	-34.6%	0.0%	-39.6%	-3.1%	31	-59	-65.6%		
39	28	Human Services (AAS)	173		6.9%	-17.3%	-19.0%	-4.8%	-30.5%	11.0%	91	-82	-47.4%		
40	29	Management (AAS)	354		-14.4%	-2.3%	-20.9%	-23.1%	-5.6%	51.8%	258	-96	-27.1%		
41	30	Accounting (AAS)	372		-4.8%	-6.5%	-6.9%	-12.0%	-5.5%	-6.6%	239	-133	-35.8%		
42	31	Data Processing (AAS)	326		-8.0%	8.0%	-2.5%	-18.7%	-37.0%	-1.2%	160	-166	-50.9%		
43	32	Medical Assisting (AAS)	342		3.2%	-6.8%	-23.7%	-15.5%	-14.2%	-11.0%	162	-180	-52.6%		
44		Coop. Nursing Program (AS) 1999		181	*	*	*	*	*	*	181	New Program			
45		Real Estate & Insurance (AAS)	2		-100.0%	Program no longer offered.					0	-2	-100.0%		
46		Public Admin (AAS)	29		3.4%	-33.3%	-25.0%	26.7%	-100.0%	Not offered	0	-29	-100.0%		
47		Respiratory Care-Pending (AS) 1997 [4]		11	*	*	*	*	-100.0%	*	0	-11	-100.0%		
48		***Totals***	**3445**	**1260**	**14.9%**	**7.3%**	**-2.8%**	**0.8%**	**0.3%**	**6.9%**	**4,460**	**181**	**4.2%**		
49													**See note5.**		
50	[1] Base year enrollments for programs starting after 1993 are shown in the next column (Other) with years of inception shown next to program names below.														
51	[2] Fall 1993 figure shown for Liberal Arts here to allow for proof of final total. In fall 1995, Liberal Arts apportioned between English & Business divisions. Therefore, comparisons are based on fall 1995 amount of 823.														
52	[3] Previously known as Medical Record Technology.														
53	[4] Respiratory Care-Pending subsumed into Respiratory Care AS program.														
54	[5] 4.2% is the result of actual change total of 181 divided by 4279 (sum of base enrollment periods of 3445 and 1260 less Liberal Arts fall 1993 enrollment of 426).														

Because of varying enrollment sizes, program-to-program comparisons may not be the most useful bases for assessment. However, an understanding of the trends of each program may be one of several appropriate measures as part of an overall approach toward evaluating programs. With this consideration, programs will be categorized in Chart Two by one of five of the following trends:

1. **Growth:** **A positive six-year cumulative change and no declines from year to year.**
2. **Stable:** **A positive six-year cumulative change and no more than two year-to-year declines.**
3. **Unstable** **A positive six-year cumulative change, but with more than two year-to-year declines or with consecutive year-to-year declines in the two most recent year-to-year periods. Or, a negative six-year cumulative change, but with significant growth in at least the two most recent year-to-year periods.**
4. **Decline:** **A negative six-year cumulative change with multiple year-to-year declines, particularly in the two most recent year-to-year periods.**
5. **No Trend:** **Too recently established to determine a trend or no longer offered.**

Chart Two

HCCC Programs Categorized According to Enrollment Trend over Fall 1993 to Fall 1999

Growth	Stable	Unstable	Decline	No Trend
Liberal Arts AA (Eng. & Hum.) **823 to 1193**[1] **n=370; 45.0%**[2]	Liberal Arts AA (Bus.& Soc.Sci.)[4] **205 to 367 n=162; 79.0%**	Computer Technology AAS **50 to 118 n=68; 136.0%**	Legal Assisting AAS[3] **71 to 62 n=-9; -12.7%**	Science & Math Option AS (too new to determine trend) **fall 1999 enr.=53**
Computer Science AS **210 to 416 n=206; 98.1%**	Culinary Arts AAS[3] **150 to 182 n=32; 21.3%**	Computer Information Systems Cert. **1 to 35 n=34; 3400%**	Manuf. Engr. Tech. AAS **11 to 2 n=-9; -81.8%**	Coop. Nursing Prog. AS (too new to determine trend) **fall 1999 enr.=181**
	Respiratory Care AS[4] **3 to 32 n=29; 966.7%**	Data Processing Cert. **1 to 14 n=13; 1300%**	Criminal Justice AAS[3] **183 to 164 n=-19; -10.4%**	Real Estate & Insurance AAS (program no longer offered) **fall 1999 enr.=0**
	Early Childhood Ed. AAS **200 to 224 n=24; 12%**	Culinary Arts Cert.[3] **12 to 16 n=4; 33.3%**	Office Systems Tech. AAS[3] **92 to 62---n=-30; -32.6%**	Public Administration AAS (program no longer offered) **fall 1999 enr.=0**
	Office Systems Technology Cert.[4] **4 to 13---n=9; 225%**	Medical Assisting Cert. **9 to 13 n=4; 44.4%**	Elec. Engin. Tech. AAS **111 to 75 n=-36; -32.4%**	Respiratory Care Pending AS (now part of Resp. Care AS) **fall 1999 enr.=0**
		Medical Transcription Cert. **5 to 7 n=2; 40%**	Engineering Science AS **76 to 31 n=-45; -59.2%**	
		Electronics Technology Cert. **2 to 3 n=1; 50%**	Health Info. Tech. AAS **90 to 31 n=-59; -65.6%**	
		Child Care Cert.[3] **6 to 7 n=1; 16.7%**	Human Services AAS[3] **173 to 91 n=-82; -47.4%**	
		Medical Record Coding Cert. **6 to 6 n=0; 0%**	Management AAS[3] **354 to 258 n=-96; -27.1%**	
		Respiratory Care Cert.[4] **1 to 0 n=-1; -100%**	Accounting AAS **372 to 239 n=-133; -35.8%**	
[1] **Numbers shown are fall 1993 or base year to fall 1999. "N" = difference between fall 1993/base year and fall 1999; followed by percent of increase or decrease for the same period.**		[3] **Program has experienced an enrollment increase over 98-99 after two or more years of decline. (See Chart One for figures.)**	Data Processing AAS **326 to 160 n=-166; -50.9%**	
[2] **Rank order is in terms of absolute numbers and not percent change.**		[4] **Program experienced its first decline over 98-99. (See Chart One for figures.)**	Medical Assisting AAS **342 to 162 n=-180; -52.6%**	

Analysis of Trends According to Academic Status

The preceding enrollment data are based upon student classification according to program; i.e., at the time of enrollment, each student chooses a program (also known as major) of study. However, through testing at the time of admission, students are also classified according to one of three academic statuses, listed below. Chart Three details enrollment trends for the college's three academic status categories.

1. English as a Second Language (ESL): For students requiring second language development in English.

2. Academic Foundations: For students requiring math/English basic skills development.

3. Program Ready: For students with sufficiently developed skills to begin college level courses.

Chart Three

Ranking of HCCC Academic Status Categories According to Actual Six-Year Cumulative Change With Enrollment Increase and Decrease Rates for Fall 1993 to Fall 1999

Rank	Academic Status	1993		93-94 Change	94-95 Change	95-96 Change	96-97 Change	97-98 Change	98-99 Change	1999		Six-Year Change	
		N	%[1]							N	%[1]	N	%
1	Program Ready	1944	56.4%	20.0%	3.5%	-15.0%	-6.2%	9.6%	14.5%	2414	54.1%	470	24.2%
2	Academic Foundations	783	22.7%	21.1%	68.8%	9.4%	13.4%	-8.7%	1.5%	1199	26.9%	416	53.1%
3	ESL	718	20.8%	-0.6%	10.8%	18.3%	0.6%	-6.2%	-4.2%	847	19.0%	129	18%
	Totals	**3445**	**100%**	**14.9%**	**7.3%**	**-2.8%**	**0.8%**	**0.3%**	**6.9%**	**4460**	**100%**	**1015**	**29.5%**

[1] As a percent of total enrollments (1993 total = 3445; 1999 total = 4460).

Conclusions

1. Enrollment realities—generally discussed in terms of the college as a whole—can be more deeply understood by analyzing specific program and academic status enrollment trends.

2. An understanding of program and academic status enrollment trends can be an aid to enrollment planning and management, particularly in establishing goals for specific programs. With consideration of this, there should be coordination of recruitment activity and development of an enrollment reporting/accountability structure between academic representatives (i.e., program managers) and student service representatives (i.e., high school and other recruiters), particularly for programs with a decline in their enrollment trends. These should be done over the course of each academic year to allow for adequate planning and scheduling for the next academic year.

3. The significant growth in combined Liberal Arts AA English/Humanities and Business/Social Sciences program majors (n=532;51.8%)[1] should be reviewed in conjunction with overall declines in degree and certificate programs. The following should be considered:

    - Are advisement strategies sufficiently informative of the features of all college degree and certificate programs?
    - If students are choosing Liberal Arts AA because it is oriented toward transfer to four-year institutions, then—where possible—should curricular changes be effected in AAS "decline" programs to convert their degrees to AA and thereby increase the transferability of those programs?

4. Most certificate offerings reflect small enrollments and have been categorized as unstable. Nevertheless, the growth of certificate offerings in comparison to declines in a number of the college's AS and AAS programs should be reviewed.

5. The significant growth in Academic Foundations students from fall 1993 to fall 1999 (783 to 1199; n=416; 53.1%) should come as no surprise given that the college has traditionally drawn most of its students from the most academically underprepared districts in Hudson County and that students from these districts have generally scored poorly on a year-to-year basis on standardized proficiency tests (Understanding the High School Proficiency Test and the Early Warning Test in Relation to HCCC Enrollment Trends, Report 99.18-AR, August 1999). Consideration should be given to the impact that growth in Academic Foundations classifications will have on teaching/learning needs, student success, and retention as resources are planned for this area of the college. In particular, given the growth of this area and the effect of student success in Academic Foundations on subsequent college-level courses and on retention, attention should be directed to strategies and resources that will promote successful student transition from this classification to program ready status.

6. The growth in Program Ready students from fall 1993 to fall 1999 (1944 to 2414; n=470;24.2%) in conjunction with fall 1998-fall 1999 growth in certain degree programs that previously experienced declines (i.e., Legal Assisting AAS, Criminal Justice AAS, Office Systems Technology AAS, Human Services AAS, and Management AAS) should be reviewed. What structures are in place or are needed to promote retention and success for students in these programs?

7. Over the two most recent years, enrollments in ESL have decreased (fall 1997-1998 n= -58;-6.2% and fall 1998-1999 n= -37; -4.2%). The college should consider whether these decreases represent a need for increased recruitment activity, a change in demographics, and/or increased competition from proprietary/other institutions offering ESL instruction.

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[1]

Liberal Arts (Eng./Humanities)	Fall 1995:	**823**	Fall 1999	**1193**	(figures from Table One)
Liberal Arts (Bus./Soc. Sci.)	Fall 1995:	**205**	Fall 1999	**367**	(figures from Table One)
Total		**1028**		**1560**	

Fall 1999 (1560) vs. fall 1995 (1028) = 532 increase or 51.8%

Appendix

Table One

Enrollment Trends for All HCCC Programs and Academic Status Classifications
According to Division
Fall 1993 to Fall 1999

Division/Program	F93	F94	Change Act	Change %	F95	Change Act	Change %	F96	Change Act	Change %	F97	Change Act	Change %	F98	Change Act	Change %	F99	Change Act	Change %	Six-Year Cumulative Change[1] Actual	Six-Year Cumulative Change[1] %
Business & Soc. Sci.																					
Accounting (AAS)	372	354	-18	-4.8%	331	-23	-6.5%	308	-23	-6.9%	271	-37	-12.0%	256	-15	-5.5%	239	-17	-6.6%	-133	-35.8%
Data Processing (AAS)	326	300	-26	-8.0%	324	24	8.0%	316	-8	-2.5%	257	-59	-18.7%	162	-95	-37.0%	160	-2	-1.2%	-166	-50.9%
Data Processing (Cert)	1	11	10	*	11	0	0.0%	29	18	163.6%	33	4	13.8%	22	-11	-33.3%	14	-8	-36.4%	13	1300.0%
Criminal Justice (AAS)	183	184	1	0.5%	179	-5	-2.7%	160	-19	-10.6%	155	-5	-3.1%	148	-7	-4.5%	164	16	10.8%	-19	-10.4%
Early Childhood Ed. (AAS)	200	185	-15	-7.5%	127	-58	-31.4%	151	24	18.9%	181	30	19.9%	189	8	4.4%	224	35	18.5%	24	12.0%
Child Care (Cert.)	0	6	6	*	2	-4	-66.7%	3	1	50.0%	2	-1	-33.3%	1	-1	-50.0%	7	6	600.0%	1	16.7%
Human Services (AAS)	173	185	12	6.9%	153	-32	-17.3%	124	-29	-19.0%	118	-6	-4.8%	82	-36	-30.5%	91	9	11.0%	-82	-47.4%
Liberal Arts (AA)	Statistics begin in Fall 1995				205	205	*	302	97	47.3%	317	15	5.0%	380	63	19.9%	367	-13	-3.4%	162	79.0%
Legal Assisting (AAS)	71	97	26	36.6%	105	8	8.2%	79	-26	-24.8%	92	13	16.5%	57	-35	-38.0%	62	5	8.8%	-9	-12.7%
Management (AAS)	354	303	-51	-14.4%	296	-7	-2.3%	234	-62	-20.9%	180	-54	-23.1%	170	-10	-5.6%	258	88	51.8%	-96	-27.1%
Office Systems Tech. (AAS)	92	88	-4	-4.3%	81	-7	-8.0%	80	-1	-1.2%	62	-18	-22.5%	36	-26	-41.9%	62	26	72.2%	-30	-32.6%
Office Systems Tech. (Cert)	4	5	1	25.0%	8	3	60.0%	9	1	12.5%	10	1	11.1%	14	4	40.0%	13	-1	-7.1%	9	225.0%
Real Estate & Insurance (AAS)	2	0	-2	-100.0%	Program no longer offered.															-2	-100.0%
Culinary Arts																					
Culinary Arts (AAS)	150	172	22	14.7%	172	0	0.0%	184	12	7.0%	181	-3	-1.6%	169	-12	-6.6%	182	13	7.7%	32	21.3%
Culinary Arts (Cert)	12	15	3	25.0%	22	7	46.7%	16	-6	-27.3%	14	-2	-12.5%	12	-2	-14.3%	16	4	33.3%	4	33.3%
English & Humanities																					
Liberal Arts (AA)[2]	426	789	363	*	823	34	*	893	70	8.5%	932	39	4.4%	1096	164	17.6%	1,193	97	8.9%	370	45.0%
Public Admin (AAS)	29	30	1	3.4%	20	-10	-33.3%	15	-5	-25.0%	19	4	26.7%	0	-19	-100.0%	No longer offered.			-29	-100.0%

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
31																						Six-Year		31
32	Division/Program			Change			Change			Change			Change			Change			Change			Cumulative Change[1]		32
33		F93	F94	Act	%	F95	Act	%	F96	Act	%	F97	Act	%	F98	Act	%	F99	Act	%		Actual	%	33
34	***Math, Sci., Tech & Al. Health***																							34
35	Computer Science (AS)	210	210	0	0.0%	241	31	14.8%	254	13	5.4%	351	97	38.2%	404	53	15.1%	416	12	3.0%		206	98.1%	35
36	Computer Technology (AAS)	50	64	14	28.0%	57	-7	-10.9%	111	54	94.7%	106	-5	-4.5%	133	27	25.5%	118	-15	-11.3%		68	136.0%	36
37	Computer Info. Systems (Cert)	1	10	9	900.0%	30	20	200.0%	44	14	46.7%	51	7	15.9%	49	-2	-3.9%	35	-14	-28.6%		34	3400.0%	37
38	Coop. Nursing Program (AS)	First enrollments begin Fall 1999																181	181	*		*	*	38
39	Health Info. Tech. (AAS)[3]	90	87	-3	-3.3%	81	-6	-6.9%	53	-28	-34.6%	53	0	0.0%	32	-21	-39.6%	31	-1	-3.1%		-59	-65.6%	39
40	Elec. Engineering Tech. (AAS)	111	97	-14	-12.6%	95	-2	-2.1%	90	-5	-5.3%	87	-3	-3.3%	84	-3	-3.4%	75	-9	-10.7%		-36	-32.4%	40
41	Electronics Technology (Cert)	0	2	2	*	9	7	350.0%	14	5	55.6%	10	-4	-28.6%	8	-2	-20.0%	3	-5	-62.5%		1	50.0%	41
42	Engineering Science (AS)	78	70	-8	-7.9%	73	3	4.3%	70	-3	-4.1%	57	-13	-18.6%	49	-8	-14.0%	31	-18	-36.7%		-45	-59.2%	42
43	Manuf. Engr. Tech. (AAS)	11	11	0	0.0%	11	0	0.0%	6	-5	-45.5%	6	0	0.0%	3	-3	-50.0%	2	-1	-33.3%		-9	-81.8%	43
44	Medical Assisting (AAS)	342	353	11	3.2%	329	-24	-6.8%	251	-78	-23.7%	212	-39	-15.5%	182	-30	-14.2%	162	-20	-11.0%		-180	-52.6%	44
45	Medical Assisting (Cert)	9	28	19	211.1%	30	2	7.1%	36	6	20.0%	44	8	22.2%	32	-12	-27.3%	13	-19	-59.4%		4	44.4%	45
46	Medical Record Coding (Cert)	0	6	6	*	11	5	83.3%	12	1	9.1%	14	2	16.7%	11	-3	-21.4%	6	-5	-45.5%		0	0.0%	46
47	Medical Transcription (Cert)	0	0	0	*	5	5	*	9	4	80.0%	11	2	22.2%	9	-2	-18.2%	7	-2	-22.2%		2	40.0%	47
48	Respiratory Care (AS)	0	3	3	*	6	3	100.0%	29	23	383.3%	30	1	3.4%	46	16	53.3%	32	-14	-30.4%		29	966.7%	48
49	Respiratory Care-Pending (AS)	0	0	0	*	0	0	*	0	0	*	11	11	*	0	-11	-100.0%	0	0	*		-11	-100.0%	49
50	Respiratory Care (Cert)	0	0	0	*	0	0	*	1	1	*	2	1	100.0%	2	0	0.0%	0	-2	-100.0%		-1	-100.0%	50
51	Science & Mathematics (AS)	0	0	0	*	0	0		0	0	*	6	6	*	34	28	466.7%	53	19	55.9%		47	783.3%	51
52																								52
53																								53
54	Non-Degree	150	294	144	96.0%	412	118	40.1%	246	-166	-40.3%	275	29	11.8%	302	27	9.8%	243	-59	-19.5%		93	- 62.0%	54
55	Undecided	0	0	0	*	0	0	*	0	0	*	11	11	*	0	-11	-100.0%	0	0	*		-11	-100.0%	55
56	*Totals*	*3445*	*3959*	*514*	*14.9%*	*4249*	*290*	*7.3%*	*4129*	*-120*	*-2.8%*	*4161*	*32*	*0.8%*	*4174*	*13*	*0.3%*	*4460*	*286*	*6.9%*		*181*	See note 4.	56
57																						0		57
58																						0		58
59	**Academic Status**																					0		59
60	ESL	718	714	-4	-0.6%	791	77	10.8%	936	145	18.3%	942	6	0.6%	884	-58	-6.2%	847	-37	-4.2%		129	18.0%	60
61	Academic Foundations	783	618	-165	-21.1%	1043	425	68.8%	1141	98	9.4%	1294	153	13.4%	1181	-113	-8.7%	1,199	18	1.5%		416	53.1%	61
62	Program-Ready	1944	2333	389	20.0%	2415	82	3.9%	2052	-363	-15.0%	1925	-127	-6.2%	2109	184	9.6%	2,414	305	14.5%		470	24.2%	62
63																						0		63
64	Non-Degree	0	294	294	^	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0.0%	64
65	Undecided	0	0	0	^	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	*	65
66	*Totals*	*3445*	*3959*	514	14.9%	*4249*	*290*	*7.3%*	*4129*	*-120*	*-2.8%*	*4161*	*32*	*0.8%*	*4174*	*13*	*0.3%*	*4460*	*286*	*6.9%*		1,015	29.5%	66
67																								67
68																								68
69	*Key:*																							69
70	* Division by zero; no result evident.																							70
71	^ Non-Degree & Undecided not incorporated into ESL, AF, or P-R in 1994.																							71
72	[1] Or for first year for which enrollment is shown; i.e., Medical Records Coding Cert. & Medical Transcription Cert.																							72
73	[2] As of fall 1995, liberal arts programs were apportioned between English/Humanities and Business et al. divisions. Year-to-year comparisons for both divisions for Liberal Arts commence with fall 1995.																							73
74	Enrollments for fall 1993 and 1994 for Liberal Arts shown here to allow for proving of final totals.																							74
75	[3] Previously known as Medical Record Technology.																							75
76	[4] Because of differing base/first year enrollments, no percentage shown here. Adjustments and percentage shown on Chart One, page 2, line 48.																							76

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